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ABSTRACT

This elementary school, intermediate level curriculum guide for English as a second language (ESL) contains introductory sections on the program's educational objectives and philosophy, outlines for 10 units on basic elements of grammar, and an appendix. Each unit outline includes a listing of structural items, cultural concepts, lexical items, and detailed classroom activities. An appended list of resources includes items in these categories: basic texts, professional texts, pronunciation and intonation, vocabulary development, reading, composition, children's literature, books about the District of Columbia, audiovisual aids, and records and tapes. (MSE)

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A CURRICULUM GUIDE

ELEMENTARY ESOL CENTER PROGRAM - INTERMEDIATE LEVEL

K-6

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

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Overview

The Intermediate ESOL class in an elementary school will be comprised of those students who have developed some proficiency in English. The students may have come to the United States recently, may have been in the United States for several years, or may be native born into non-English dominant homes.

Objectives

The Intermediate ESOL students will:

- be able to comprehend most conversations with their teachers and their peers.
- be able to converse with native speakers of their age/grade.
- speak with native pronunciation and intonation.
- read with increasing ease and comprehension.
- write with basic organization and clarity.
- participate successfully in most classroom assignments and activities.
- develop an appreciation of the similiarities and differences between American culture and their native cultures.

INTRODUCTION

This curriculum guide provides a systematic approach to the teaching of English to elementary school students placed in intermediate ESOL classes. The guide contains a wide range of material to be taught. The ESOL teacher must keep in mind that intermediate proficiency students exhibit great variation in their knowledge of English, in both oral and written form. Some students will need to study structures taught in the final units of the beginning level guide while others will be able to begin with this guide. Some students will need much oral practice of the structures while others will need to concentrate on reading and writing skills. Due to these differences, the ESOL teacher should not expect every intermediate student to complete this guide within one school year. Nor should the teacher expect that each unit is of equal teaching time or difficulty. In addition, the teacher must take into consideration the age and grade of the students to select appropriate structures, skills and activities. Lower grade students should not be expected to study every structure and skill studied by upper graders.

Language skills can be practiced through a variety of methods. The ESOL teacher has the task of choosing those methods and materials which best motivate the students to accomplish the goals. In order to suggest some alternative approaches, an attempt has been made in this guide to include some instructional strategies which integrate the ESOL goals with the students' classwork, especially in the areas of Science and Social Studies. Social Studies curriculum guides for each grade are available in every elementary school. These will give the teacher additional ideas to be integrated in the ESOL class.

Specific pronunciation, intonation and auditory discrimination items have not been suggested in the units of this guide. The ESOL teacher should identify any vowel, consonant or consonant clusters which are still problems and provide practice for these.

Activities to practice the various structures, as well as instructional materials have been cited in this guide to aid the teacher in lesson planning. As with any class, the teacher's own ideas and creativity should be used to incorporate the materials into lesson plans.

AN OVERVIEW OF LANGUAGE SKILLS

Language teaching involves instruction in the skills of listening, speaking, reading and writing. At the intermediate level of instruction, students review structures they have previously studied and learn more difficult patterns. They refine their pronunciation and auditory comprehension skills and practice sophisticated aspects of language such as the interrelationship of stress and intonation in expressing meaning.

At this level, additional emphasis must be placed on the reading and writing skills. In reading, use of the modified language experience approach decreases as students are able to read texts. Selection of the reading matter should be appropriate to the students' language proficiency, age and grade placement. As a result, the students should be reading selections that consist primarily of known vocabulary with some new challenging vocabulary and concepts. Plays, skits and dialogues are read aloud, while stories and other material are now read silently. Students may be asked to find and read aloud answers to factual questions to identify supporting details and to sequence events when applicable.

Reading instruction continues in the development of various skills. Students need to practice the phonic and structural analysis skills required at this level. Vocabulary development is an ongoing activity. Specific skills in increasing comprehension include the identification of main ideas and supporting details, understanding sequence of ideas, predicting outcomes, making inferences and drawing conclusions.

English Around The World, Levels 3 - 6, would serve as a good basic reading text for students in grades 3 through 6 at this instructional level. Supplementary materials include: Welcome To English 3, Composition: Guided - Free, and Reading For Concepts, Book A. Functional Reading, Vols. 1 and 2 contain activities, games and ideas for teaching functional reading.

Upper grade intermediate students also require practice in writing. While the students receive a great many written activities which serve as reinforcement of structures studied orally, the writing of paragraphs and compositions is a skill which must be taught separately. An autobiography is one available initial approach.

Guide questions should be provided in the beginning and this technique could be used as an ongoing activity throughout the school year. Sample guide questions are provided at the end of this discussion.

In devising guide questions, the teacher should keep in mind that the students will have greater success writing sentences using simple structures than complex ones; they will usually be able to use complex structures orally before they are able to write them. It is this oral fluency in the language which is deceptive and causes classroom as well as ESOL teachers to expect advanced writing skills. Therefore, the questions should progress in complexity as the students' speaking and writing ability progresses. The questions should require the use of structures which were learned orally in preceding lessons.

In addition to the use of guide questions, the teacher should use other techniques to provide writing practice. An open-ended assignment might require the students to describe a picture in a short paragraph. The "Moods and Emotions" teaching pictures contain good pictures for this purpose. The teacher should also give the students practice in writing, using sequencing and organizational skills.

For additional suggestions in teaching writing, refer to The Foreign Language Learner, pp. 135 - 137, 190, 247. Words To Use is a junior thesaurus which lends itself to use in writing excercise. Other useful texts are Composition: Guided - Free and Beginning Composition Through Pictures. Complete references for these books are found in the bibliography.

GUIDE QUESTIONS FOR AUTOBIOGRAPHY

1. What's your name?
2. Where are you from?
3. What language do you speak?
4. How old are you?
5. How many brothers and sisters do you have?
6. Are they older or younger?
7. What position are you in the family?
8. Where do you live (at present)?
9. Describe your home. It's a three bedroom apartment.
10. Do you like your home? It's a large apartment. It has three bedrooms, but it doesn't have a dining room.
11. When did you come to the United States?
12. How did you get here? By plane?
13. Did you go anywhere else before you came to the United States?
14. How many places have you lived? Before you lived here, where did you live?
15. Where did you live in your country?
16. What school did you go to?
17. How many days a week did you go to school?
18. Name one difference between the school in your country and this. bigger, newer, more difficult

Continue with additional questions designed to relate structures to content.

UNIT 1*

Structural Items

1. Subject pronouns (I, he, she, it, you, we, they)
2. Possessive adjectives (my, your, his, her, our, their)
3. Be - present tense affirmative, negative, interrogative, including contractions
4. Present progressive tense - (be + verb + ing) - affirmative, negative, interrogative
5. Simple present tense - affirmative, negative, interrogative
6. Comparatives and superlatives - (-er), (-est)

Cultural Concepts

This unit serves as an introduction to the ESOL class, the ESOL teacher and class members.

Lexical Items

Within this unit, review appropriate lexical items taught in the beginning level ESOL class.

Activities

1. Through introductions or question and answer drills using the structures to be reviewed in the unit, determine each student's name, birthdate, grade, native country and native language.

   Examples: I'm from _____ .
   My birthday is _____ .
   I speak _____ .
   Do you speak _____ ?
   I am learning English.
   Are you studying _____ ?

2. Compile the information obtained onto a chart for students to refer to when:

   a. introducing a classmate to the group.
   Example: This is Bassam. He comes from Jordan. He speaks Arabic.
   b. drawing inferences about the grade, sex and ages of the class members.

* This unit is designed to review structures and lexical items taught in the beginning level ESOL class.

Example: Myung is older than Jose.
Sanjay is the youngest boy in our class.
Three students have birthdays in spring.

3. Use an instant camera to take a picture of each student. The pictures can be placed on the chart next to the information about that student.

4. Using a world map or globe, students work together to locate their native countries.

5. More fluent students should develop their own questions to elicit the information obtained in item #1. They then divide into pairs to interview each other and introduce their partners to the class.

6. Upper grade students can begin an autobiography using guide questions to write the information elicited by the introductions. Some sample guide questions are found on page viii.

UNIT 2

Structural Items *

1. CONTRAST THE USE OF SIMPLE PRESENT AND PRESENT PROGRESSIVE TENSES
2. TAG QUESTIONS WITH SIMPLE PRESENT AND PRESENT PROGRESSIVE TENSES
3. ADVERBS OF FREQUENCY

Cultural Concepts

Formulas of courtesy:

1. Greetings, introductions, leave-takings
2. Making requests, acknowledging receipt

Lexical Items

1. Review of lexical items taught in beginning level ESOL class, such as colors, clothing, body parts and food.
2. Greetings, introductions, leave-takings:

Hello (Hi)	Good-bye
Good morning (afternoon, evening)	So long.
How are you?	It was nice to meet you.
It's nice to meet you.	Thank you for coming.
I'm glad to meet you.	Please come again.
(Mina) this is (Bassam).	
I'd like you to meet _____ .	

3. Making requests, acknowledging receipt:

Please.
May I please have _____ .
Please pass the _____ .
Gimme. (Give me.)
Here it is. (Here you are.)
Thank you (very much).

4. Adverbs of frequency:

affirmative:	always	often
	usually	sometimes

* Items in capital letters are new structural items.

negative:	seldom	never
	rarely	hardly ever
interrogative:	ever	

Activities

1. One student pantomimes an action and describes that action using the present progressive. (I'm brushing my teeth.) The class responds. (He's brushing his teeth.) Then the student describes the same action using the present tense and an adverb of frequency. (I always brush my teeth.) The class responds. (He always brushes his teeth.)

2. Write the words "every day" and "right now" as headings for two columns on the chalkboard. Students write sentences containing the verb tenses under the correct heading.

3. Songs:

   a. Learning Basic Skills Through Music, Vol.1 - "This Is The Way We Get Up In The Morning"

   b. Witches' Brew - "Goodnight"

   c. Songs About Me, Vol. 1 - "I'm Swaying My Body"

   d. Songs About Me, Vol. 2 - "We Are All Nodding Our Heads"

4. Tic-Tac-Toe Game. Draw a tic-tac-toe grid on the chalkboard. In each space write a verb in the simple present or present progressive. To put an "X" or "O" in a space, a student must use the verb in that space correctly in a sentence. Students may work in small groups or individually.

   Variation:

   a. Verbs in the grid may be written in infinitive form. Students then make sentences in either verb tense and tell which tense they chose.

   b. Students make sentences containing tag questions. (He is running, isn't he?)

   c. Write lexical items in the grid, such as names of clothing. Students devise sentences incorporating the lexical items before marking a box. (I wear shoes every day.)

   d. Put action pictures, rather than words, in each grid for younger students. Students proceed with the game as above.

   e. This game can be used to stimulate practice of structures and lexical items taught in subsequent units.

5. Students practice introducing themselves and introducing one to another, using the various forms of greeting and introduction. They also practice forms of leave-taking. The teacher or class should then invite a guest to visit the ESOL class so that students can use these expressions appropriately.

6. "Meeting New People," a film in the "American English in Modern Situations" series presents a Japanese exchange student learning the customary American patterns of greeting and introductions. This film is available through the Audio-Visual Services Center in the Prince George's County Public Schools located in the Palmer Park Services Center.

7. With pictures of food items or objects of various colors, students practice making requests and acknowledging their receipt. (May I please have a hamburger? Thank you for the apple.)

8. The class summarizes the courtesy rules they have learned, using sentences which include the adverbs of frequency. These rules should be written on a chart and displayed in the classroom. (Never say "gimme" (give me). Always say "please" and "thank you.")

9. Design a questionnaire containing items for students to answer by checking the categories "always," "sometimes," and "never." Questions might include: "How often do you buy lunch in school?"
"How often do you do your homework after dinner?"
"How often do you do your homework before dinner?"

Students may:

a. read the questionnaire and check their answers.

b. write their answers in complete sentences. (I always buy lunch in school.)

c. poll another student using the questionnaire and report on that student's responses orally or in written sentences. (Myung sometimes buys lunch in school.)

d. tally the class members' answers and together write sentences summarizing the results. (Three students never do their homework before dinner.)

UNIT 3

Structural Items *

1. Future substitute tense - (be + going to + verb) - affirmative, negative, interrogative, TAG QUESTIONS
2. CONJUNCTIONS - AND, BUT, OR
3. QUESTION/ANSWER PATTERNS WITH "WHEN" AND "WHERE"
4. USE OF INTENSIFIERS

Cultural Concepts

1. Cleanliness and health routines
2. Understanding different cultural attitudes toward time

Lexical Items

1. Sequencing terms:

first	then
next	finally

2. Two-word verbs related to health routines: (Two-word verbs are taught only in the infinitive. Separable and inseparable two-word verbs will be taught in Unit 9.)

wake up	put on
get up	take off
pick out	

3. Time concepts:

(8) o'clock	half past	on time
(8:30) thirty	quarter after	late
(8:15) fifteen	quarter of	promptly
(8:45) forty-five	on the dot	

4. Future time expressions:

tomorrow	(three weeks) from now
soon	in (2 weeks)
next (week, year)	

* Items in capital letters are new structural items.

5. Intensifiers:

more	very
most	so
too	enough

Activities

1. Use a clock to review expressions of time.

2. Discuss daily health routines with a student or the teacher listing them on the chalkboard. "What We Do Day By Day" pictures can be used with lower-grade students to direct the discussion.

3. Using the sequencing terms, future substitute tense, and expressions of time, a student describes a morning routine by choosing activities from the list on the board.

   Example: I'm going to wake up about 9:00. First I'm going to get dressed. Then, I'm going to eat my breakfast. Finally, at 10:00, I'm going to play baseball.

   Variations:

   a. The teacher writes the above sentences on the board and the class reads the paragraph chorally.

   b. A student writes the above sentences on the board and the class checks for accuracy, making corrections if needed.

   c. As a class or individually, the paragraph is rewritten with a different subject pronoun and all appropriate changes.

   d. Students write their own paragraphs describing daily health routines using any of various structural and lexical items studied.

   e. Students combine sentences in the paragraph with the conjunctions. (I'm going to eat breakfast and I'm going to brush my teeth.)

   f. Use a clock and questions with "when" to elicit sentences with time rather than sequencing terms. (When are you going to get dressed? I'm going to get dressed at 9:15.)

   g. After one of the above paragraphs has been checked and copied correctly by the students, one student can read it aloud to the class and tape record it. A tape recording should be made, and listened to, by each class member early in the year. The recordings should be saved for comparison with end of the year recordings.

h. The ESOL teacher uses the students' sentences to develop a cloze activity, to be given in a subsequent class session as review.

4. Play a chain game to practice the future substitute with two part verbs. (He's going to get dressed in the morning and he's going to put on his pants.) The second student makes a new sentence. (He's going to get dressed in the morning and he's going to take off his pajamas.)

5. To integrate the ESOL class with the students' classroom curriculum, Social Studies information, such as the names of the 50 states, can be used. The teacher may want to review the state names first through one of the techniques listed below.

   a. Touring America map board.

   b. A list of state names to be alphabetized, completed by filling in missing letters, or written on a U.S. map.

   c. A word search puzzle.

6. The familiar state names can then be used in sentences to practice the structures taught in this unit.

   a. Sentences with conjunctions:

      1. I'm going to fly to Florida but not to Georgia.
      2. Bill is going to visit Maryland, isn't he?
      3. Mi Hwa isn't going to visit California, is she? *

   b. Question and answer patterns with "where": Where are you going to ski, Gunther?

   c. Play a memory chain game. The first student says, "I'm going to take a trip and I'm going to visit Alabama." The second student repeats this and adds a second state. (I'm going ..... and I'm going to visit Alabama and California.) Each student repeats the previous sentence and adds another state.

7. Students write a paragraph using future substitute, sequencing terms, conjunctions and the states. The starter sentence should be provided by the teacher.

   Example: "David and Pablo are going to take a trip across the United States next summer. First, they are going to visit _____ . Next, _____ ."

* Note: Any of the above exercises can be practiced with other geographical categories, e.g. countries, continents and state capitals.

8. Select comic strips which contain a minimum of words and cut these into segments. Students put these in order and describe the story using appropriate sequencing terms, time expressions, verb tenses and conjunctions.

9. Display a number of items such as straws to elicit sentences with intensifiers.

   a. Tell students you are going to give each one of them a straw and ask whether you will have enough. Students count straws and class members and respond. (Yes, you are going to have enough straws for everyone.)

   b. Show less straws and ask again. Students respond. (No, you aren't going to have enough straws. You need more straws.)

   c. Continue this practice with other items.

10. Distribute play money to students and set out pictures of food or clothes, each marked with a price tag. Students decide and discuss if they have enough, too much or too little money and if they need more money. They can work in pairs and discuss whether they want an item so (very) much that they are going to combine their money to buy it.

11. Use a clock to motivate a discussion about time and the relative importance placed on time in various cultures. Explain that different cultures place different values on punctuality and that they might have found themselves in confusing or uncomfortable situations because of this. Each of the cultures represented in the classroom may treat time very differently from each other and from the school culture. Attempt to elicit from the students situations that have confused or disturbed them related to time, and strive to help them accept these differences. The intensifiers might be very useful in contrasting the relative importance of punctuality. (The United States seems too worried about time. In my country if you arrive one half hour after the time set, you are early enough.)

12. Present sentences about time and punctuality for students to react to. These help illustrate the different values toward time and can be used to initiate a dialogue on the topic.

    Examples:

    Schools in the United States are too strict about time.
    I always arrive places early.
    I usually arrive for an appointment after the agreed time.

13. Song:

    Songs About Me, Vol. 2 - "My Kind of Day"

14. Continue the autobiography with guide questions eliciting writing practice of structures studied in the previous units.

UNIT 4

Structural Items *

1. Past tense of "be," of regular verbs and of common irregular verbs - affirmative, negative, interrogative, TAG QUESTIONS

2. Irregular past tense forms - affirmative, negative, interrogative, TAG QUESTIONS

3. CONTRAST THE USE OF POSSESSIVES: NOUNS (MARIA'S), ADJECTIVES (MY, HIS, HER, YOUR, OUR, THEIR), PRONOUNS (MINE, HIS, HERS, YOURS, OURS, THEIRS)

4. QUESTION/ANSWER PATTERNS WITH "WHAT," "WHOSE"

5. SEQUENCING OF ADJECTIVES

Cultural Concepts

1. Interpersonal Relationships

2. Kinesics:

   a. personal space
   b. touching
   c. eye contact

Lexical Items

1. Past time expressions:

last	for (one week)
ago	yesterday

2. Interpersonal Relationships:

acquaintance	borrow	return
friend	lend	belongings
best friend	loan	
buddy (pal)	own (belong to)	
friendship	share	
	take turns	

Activities

1. Students ask a partner questions with "What," "Which," and "Whose." (What grade are you in? Whose class are you in? Whose class were you

* Items in capital letters are new structural items.

in last year? Which room are you in this/last year?) They then review the past of "be" by sharing this information about their partners in sentences such as "Saudhi is ten years old. She was nine last year." and, "Hung was in room 19 last year."

2. Activities to be pantomimed are written on slips of paper for students to select. The activities must be ones which are described by verbs forming regular past tenses or common irregulars. Students select an activity, perform it, and then describe what they did, or a classmate describes the action, using the past tense. (Michel walked to the door and he opened it.)

3. The teacher and students together divide pictures such as the Kreidler flashcards or See It - Say It cards into groups of regular and irregular past tense verbs.

4. The teacher separates the irregular verbs into groups to facilitate student learning. See Rapid Review of English Grammar, Praninskas, pp. 111-113, for suggestions in grouping.

5. Students list in their notebooks the verb stem and the past tense form of the irregular verbs.

6. Students describe pictures, as those from the Kreidler flash cards or See It - Say It, using the past tense forms. They should include a past time expression in each sentence. (Yesterday, he rode a bike.)

7. Students underline all the past tense forms found in a reading selection. Unfamiliar verbs should be added to the list in their notebooks. This can be done as an independent or as a group activity utilizing the overhead projector.

8. Students change a paragraph from present to past tense. Composition: Guided-Free has selections designed for this purpose.

   Variations:

   a. past to present tense

   b. past affirmative to past negative

   c. past affirmative to past interrogative

   d. sentences without tag questions to sentences with tag questions

9. The teacher provides a fill-in-the-blank story for students to complete with appropriate past tense verbs.

Example: Yesterday, Timmy _____ his bicycle. He _____ into a tree and _____ off. He _____ his arm but he didn't _____ his leg.

The teacher may:

a. provide a list of the past tense forms for students to place in the appropriate blanks.

b. provide a list of the present tense stems which students must change into past and place in the appropriate blanks.

c. provide no verbs, requiring students to supply their own for each blank.

10. Several verbs are listed on the board. Students create a story, orally or in writing, incorporating all of the verbs. The teacher may give the students a suggestion for beginning the story. Note: This is a difficult activity and should be given to students who need more challenging activities.

11. Write a paragraph which incorporates sequencing clues. Biographical sketches, procedures done and retold or descriptions of events lend themselves to this purpose. Copy each sentence onto a sentence strip. Students work in small groups to arrange the sentences in the best order. If this unit is taught near a holiday, such as Thanksgiving, the paragraph could relate to that holiday.

Example: The Pilgrims landed in Massachusetts in December, 1620. The first winter was difficult for them. They had very little food and many of them were sick. Then they became friends with the Indians. The Indians showed them how to plant corn and the next summer they harvested a lot of food. The following November, they decided to have a feast and they invited the Indians. That was the first Thanksgiving.

12. Practice questions with "what" and "whose" in a combined drill wtih the possessives. Practice orally and then as a written exercise. Use things belonging to the students for the drill. This sharing can be used afterward to introduce the topic of borrowing and lending in interpersonal relationships.

Example:

What is this?	It's a belt.
Whose belt is this?	It's Maria's belt.
	It's her belt.
	It's hers.

13. To initiate the study of sequencing multiple adjectives, the teacher holds up an object, such as a coat, and asks the students to describe it. Student responses are written on the board.

Examples:

It's a coat.
It's long.
It's blue.
It's new.
It's mine.

a. The teacher writes the different types of adjectives in columns on the board in the conventional order: determiner (a, the, my ...), opinion, size, shape, condition, age, color, origin (Rapid Review of English Grammar, Praninskas, p. 262).

b. Together the class places the adjectives in their answers under the best column heading.

c. Students suggest other adjectives to add to the columns.

d. Using the chart on the board as a guide, students describe objects using multiple adjectives. (It's a new blue coat. It's his big red apple.)

e. The effect of stress and intonation on meaning should be taught and practiced.

Example:

Did you go to the movie yesterday? (or did your brother)
Did you go to the movie yesterday? (or to the library)
Did you go to the movie yesterday? (or last week)

f. Words to Use is a good student reference for stimulating sentences with multiple adjectives.

14. Make word cards, each one with a different adjective written on it. Place the cards in piles by type, as identified above and write a starter sentence (I see a bug.) on the board. A student then selects an adjective card from a pile and restates the sentence, inserting the adjective into the sentence. (I see a huge bug.) The next student chooses a card from one of the piles and repeats the procedure. (I see a huge, green bug.)

Variation:

a. The teacher writes a starter sentence near the bottom of the board, leaving space for the students to place the adjective cards between the determiner and the noun.

b. A student selects an adjective card from one pile, puts it on the chalk tray in the space provided and reads the sentences aloud.

c. As above, a second student chooses another card and adds it to the sentence.

d. Students copy the sentences and illustrate them.

15. Each student places a notebook on the table. One student asks, "Which notebook is yours, (Maria)?" The student named must answer by describing the item. ("My notebook/mine is the old, blue one.")

16. Students choose a picture from a magazine that they would like to describe. They write a four or five sentence paragraph using multiple adjectives. Again, a good reference for adjectives is Words to Use. Note: This is a difficult activity.

17. Read the following paragraph to the students to stimulate a discussion re interpersonal relationships in the United States.

Example: Hector came to the U. S. last winter. He missed his old friends and wanted to make new friends here, but he didn't know how. One day a boy asked to borrow Hector's bike. What should Hector do?

a. Students express their opinions on what Hector should do and explain their reasons.

b. Tie in the lexical items listed in the beginning of this unit. See if the students would respond differently if the request came from Hector's best friend or an acquaintance.

c. Expand the discussion to borrowing and lending of one's belongings.

d. Reproduce the paragraph for the students as a cloze-type activity with the past tense verbs omitted. Students choose their own verbs for each blank.

e. More advanced students write a paragraph describing how they feel Hector should respond.

18. Discuss with the class the varying attitudes of cultures (theirs and in the United States) re physical distance between people, touching and eye contact. Help students to be aware of these differences and to be comfortable with them as they move between the school and home cultures.

19. "Learning About Human Relationships - Teaching Pictures" has some excellent pictures to stimulate thought and discussion on this topic.

20. Show films which illustrate problems in kinesics and cross-cultural communication. "Conversation Skills in American Culture" deals with physical space between speakers, tone of voice and use of listening signals. "Misunderstandings and Apologies" discusses these problems in communication. The films are part of the "American English in Modern Situations" series and are available through the Audiovisual Services Office located at Palmer Park Services Center.

UNIT 5

Structural Items *

1. COUNTABLE VS. UNCOUNTABLE (MASS) NOUNS
   A. USE OF QUANTITY TERMS
   B. QUESTION/ANSWER PATTERNS WITH "HOW MUCH" AND "HOW MANY"
2. MODAL AUXILIARIES - AFFIRMATIVE, NEGATIVE
   A. CAN/COULD
   B. SHOULD
3. OBJECT PRONOUNS (ME, HIM, HER, YOU, US, THEM)
4. CLAUSES WITH "WHO" AND "THAT"

Cultural Concepts

1. Foods and Nutrition
2. Contrast cultural differences in eating habits

Lexical Items

1. Quantity terms:

   used with plurals only: a few, many

   used with uncountable nouns and plurals: some, any, much, a lot of, lots of, a little, no, all of, one of

   used with singular nouns: each, every, either, neither

2. Nutrition:

healthy	food groups:	meal
nutritious	dairy	dessert
vitamins	poultry	snack
proteins	meat	junk food
minerals	fish	sweets
carbohydrates (starch)	produce	
	vegetable	
	fruit	
	beverage	
	baked goods	

* Items in capital letters are new structural items.

Activities

1. The class divides pictures of nouns into those forming regular and irregular plurals. Students practice using plural forms in sentences.

2. Sort noun pictures into countable and uncountable nouns and practice using these in sentences. Then add appropriate quantity terms.

   Examples: He eats cookies for a snack. He eats many cookies for a snack.
   We drink milk with lunch. We drink a lot of milk with lunch.

3. Collect empty food containers for the classroom. Use these and a toy cash register to simulate a grocery store. Students role play conversations between a clerk and a customer, practicing the modals, object pronouns and quantity terms, as well as the related lexical items.

4. As a class, plan an easy to prepare cooking activity for a future class meeting, such as grilled cheese for lunch and fruit salad for dessert. Together prepare the shopping list, and if possible, shop for the items on the list. Discuss including items from the food groups.

5. Provide a written recipe for students to follow in preparing the meal. Use it as a reading activity.

   Sample recipe: Grilled Cheese

   Serves 2

   4 slices of bread
   8 slices of cheese
   1 Tbsp. butter

   1. Cut the cheese into slices.
   2. Place some slices of cheese on a piece of bread.
   3. Put another piece of bread on top of the cheese.
   4. Spread a little butter on the outside of both pieces of bread.
   5. Cook the sandwich on one side until it is golden brown and the cheese starts to melt.
   6. Turn the sandwich over and cook until the other side is golden too.

   Students ask and answer questions with "how much" and "how many" based on the recipe above.

   Examples: How much cheese (bread, butter) do we need for each sandwich?
   How much cheese (bread, butter) should we buy to make sandwiches for the whole class?
   How much time should it take to cook a grilled cheese sandwich?
   How many people will this recipe serve?
   How many slices of bread (cheese) do we need?

6. After reading the recipe, students repeat the steps orally, in sentences containing the modal auxiliaries.

   Examples: 1. First, we should slice the cheese.
   2. Next, we can place some slices of cheese on a piece of bread.

7. As a follow-up activity, write a group or individual modified Language Experience story about the meal and its preparation.

8. Students write a Process Composition using the recipe and inserting sequencing terms.

   The student writes:

   First, I cut the cheese into slices. Then, I placed two slices of cheese on a piece of bread. Next, I ... .

   Variation:

   Students change noun objects in each sentence to appropriate object pronouns. (Then, I placed <u>them</u> on a piece of bread.)

9. Students practice object pronouns in oral and written drills.

   Example: 1. Give the sandwich to Juan.
   Give the sandwich <u>to him</u>. or Give <u>him</u> the sandwich.

   2. I see you and you see (<u>me</u>).
   He sees us and we see _____ .

10. Design an activity to stimulate practice of pronouns.

    a. The teacher writes incomplete sentences on sentence strips. (Tell _____ to pass the bread. _____ bought cheese at the store.) These sentences should refer to a previously read paragraph, a previously performed activity, or should be shown simultaneously with a noun card so that the students know which nouns they are replacing.

    b. Object and subject pronouns are written on smaller word cards and distributed to the students.

    c. An incomplete sentence is shown and the student holding the correct pronoun card places it in the blank space provided. That student reads the complete sentence aloud.

11. Use the <u>Foods</u> teaching pictures (National Dairy Council) or food pictures in the Peabody Language Kit to stimulate discussion about nutrition and cultural differences in eating habits.

12. Food advertisements printed in newspapers and magazines and school menus are useful to initiate functional reading activities as well as discussion of the nutritional values of different foods.

13. Students ask and answer questions containing the modal auxiliaries.

    Examples: Can you make a sandwich by yourself?
    Should you eat the peel of a banana?
    Can he stand on one foot?
    Should you play in the street?

14. Display pictures of fruits or vegetables. Students practice sentences with "that" clauses.

    Examples: The vegetable that is orange is a carrot.
    The fruit that is on the table is for dessert.
    The fruit that is in the refrigerator is not washed.

15. Distribute pictures of foods to the students. A primary student pretends to eat an item. An upper-grade student holds a picture. The class forms two simple sentences and then combines them into a sentence with a "who" clause.

    Example: Maria is a girl. Maria is eating a sandwich. The girl who is eating a sandwich is Maria.

    Maria is a girl. Maria is holding a sandwich. The girl who is holding a sandwich is Maria.

16. Use songs and poems to study clauses.

    a. There was an old lady who swallowed a fly ... .

    b. "The House That Jack Built" - (English Around The World, Level 4, Teacher's Guidebook, p. 83.)

17. Show a picture of a person performing an action, such as a boy riding a bike, and tell the class the person's name. Students answer the questions "Who is this?" and "What is he doing?" They then combine the two answers into one sentence with a "who" clause. (The boy who is riding the bicycle is John. or John is the boy who is riding the bicycle.)

18. Students contrast the sentences they have made containing "who" and "that" clauses to deduce the rule for determining when to use each.

19. Songs:

    a. Songs About Me, Vol. 1 - "Do You Like Foods: Do You Like Meat?"
    "Do You Like Foods: Do You Like Fruits?"

b. Songs About Me, Vol. 2 - "Do You Like Foods: Do You Like Vegetables?"

c. Songs About Me, Vol. 3 - "Do You Like Foods: Do You Like Desserts?"

UNIT 6

Structural Items *

1. FUTURE TENSE - (WILL + VERB) - AFFIRMATIVE, NEGATIVE, INTERROGATIVE, TAG QUESTIONS

2. MODAL AUXILIARIES - AFFIRMATIVE, NEGATIVE

   A. MAY/MIGHT

   B. MUST/HAVE TO

   C. WILL/WOULD

3. CLAUSES WITH "IF"

Cultural Concept

Learning by inductive reasoning

Lexical Items

Compound words:

someone	anyone	no one	everyone
somebody	anybody	nobody	everybody
something	anything	nothing	everything
somewhere	anywhere	nowhere	everywhere

Activities

1. Students orally describe their plans for the next weekend or vacation, using the future substitute. They write the sentences, then change them to future tense.

2. Make a "Wish List" using the future tense. (Next summer I'll ... .)

3. Play a chain game using the future tense. (Sue will go shopping and she will buy ... .)

4. Students discuss their jobs and responsibilities at home or in the classroom using the modal auxiliaries. (I must/have to make my bed each morning. I may paint but then I must clean up.) Extra practice should be provided

* Items in capital letters are new structural items.

if necessary for correct pronunciation of the unstressed syllable in "have to."

Variations:

a. Make a list of the various jobs and responsibilities described.

b. Note the use of modals in the sentences.

c. Compare and contrast the items on the list so that students, through inductive reasoning, can form some inferences about the jobs and responsibilities given to students their age.

d. Rewrite with an "if" clause any items which lend themselves to this. (If I finish my homework, I can play.)

5. Tape the weather recording heard when dialing WE 6 - (any 4 digits) and play this in class. Together students note the weather forecast for the evening and for the next day. As a group, or individually, write the forecast in complete sentences. Use future tense, as well as modal auxiliaries and clauses with "if" where appropriate. This activity is for upper grade students.

Variation:

Direct upper grade students to dial Weather at home and to write the forecast in sentences, as above. Compare this with the actual weather.

6. Give students a list of three items to buy and a copy of two advertising supplements to the newspaper. Working in small groups, students should compare the ads to decide which store has a cheaper price. They should report back to the class where they will shop for each item, using the future tense and modal auxiliaries.

7. Songs:

a. Getting To Know Myself - "Sammy," "Shake Something," "Touch"

b. Songs About Me, Vol. I - "Point To My Clothes"

c. "If I Had A Hammer"

d. "If You're Happy And You Know It"

8. Use science facts to practice future tense and "if" clauses. Perform one of the following experiments in class after first asking the students to predict the outcome, using future tense. Possible science facts to use include the following:

"What will happen if:

a jar is placed over a burning candle?"
water is put into the freezer?"
a dish of water is left sitting out for a few days?"
sugar is added to warm water?"
pop corn is heated very hot?"
a seed is placed on a moist napkin?"
a snowball is brought into the house?"

9. After students have predicted the outcomes, the questions and answers should be combined and restated.

   Example:

   If ice is left out of the freezer, it'll melt.
   If a jar is placed over a burning candle, it'll go out.

10. Select a simple experiment to perform with students, reinforcing the structural items in this unit. Science Experiments You Can Eat by Vicki Cobb, Cup and Saucer Chemistry by Nathan Shalit, or Chemistry In The Kitchen by Seymour Simon have some interesting experiments. Complete references for these books can be found in the Resources Section of the curriculum guide.

11. In a substitution drill, students practice the compound words.

    Example:

    Do you know somebody/anyone from Korea?
    Yes, I know somebody from Korea. Her name is ... .
    No, I don't know anybody from Korea.
    Is anyone here from Cuba?
    No one here is from Cuba.
    Yes, someone is from Cuba.

12. Use a paper plate and four clothespins to practice compound words. On the plate, write the words: "one," "body," "thing," and "where." On each clothespin, write a word: "some," "any," "no," or "every." Students choose a clothespin and clip it next to a word on the plate. They then use that resulting compound word in a sentence.

13. Play a record with the song, "This Land Is Your Land." Provide students with a copy of the words. Students then draw inferences about things within the United States and form sentences with "if." (If I go to Colorado, I'll see the Rocky Mountains.) Students can also review modals. (If I go to California, I might see a redwood forest.)

14. Show pictures of well known places in the United States for students to identify, such as the Rocky Mountains, and Statue of Liberty. Good pictures may be found in magazines such as the National Geographic. Students then form sentences with "if" and modals. (If you go to New York City, you can see the Statue of Liberty.)

UNIT 7

Structural Items *

1. CLAUSES WITH "WHEN"
2. COMPARATIVES AND SUPERLATIVES - MORE/MOST, LESS/LEAST
3. EXPRESSIONS OF EQUALITY - AS ... AS, THE SAME AS
4. ADVERBS OF MANNER

Cultural Concept

Understanding and use of local community facilities

Lexical Items

1. Local community facilities:

   a. government facilities
      post office, police station, fire station, public library, metro station, bus stop, public school

   b. health facilities
      clinic, hospital, emergency room, doctor's office

   c. consumer facilities
      shopping center (mall), restaurant, fast food restaurants, bank, bakery
      stores: department, clothing, shoe, grocery, drug, hardware

   d. recreational facilities
      park, playground, ball field, rec center, movie theater, tennis (basketball) courts, skating rink, swimming pool

* Items in capital letters are new structural items.

2. Preposition direction indicators:

from	across	on	east
to	along	off	west
into	through	right	inside
out of	past	left	outside
up	as far as	north	upstairs
down	around	south	downstairs

Activities

1. Discuss the local community facilities, both where they are located and what they are used for.

2. Practice clauses with "when" in conjunction with the discussion of the community. Use pictures of the community facilities.

   Example: When I want a book, I go to _____ .
   When you need a stamp, you go to _____ .
   When you buy new shoes, you go to _____ .

3. Give students the beginnings of sentences. Let them complete the sentences and compare their responses. (When I get home, I _____ .)

4. Use the Instructo Flannelboard Kit, "When I Grow Up, I Want To Be ... " for practice of "when" clauses.

5. Adverbs of manner should be practiced as the students describe how people behave in the various community facilities.

   Example: People walk quickly in the Metro station.
   People talk quietly in the library.
   Speak softly in a hospital or a library.

6. Each student writes one direction containing an adverb of manner on a piece of paper. (Open the door slowly.) The papers are collected and mixed up. Each student then selects a different piece of paper and, one at a time, performs the direction written on that paper. Classmates guess the written direction.

7. Song:

   American Folk Songs - "She'll Be Comin' Round The Mountain"

8. Provide students with a map of the local community as well as starting and destination points. Students determine how to get to the various destinations and report these directions orally and/or in writing, using appropriate prepositions.

9. Using the local map again, each student writes directions from a predetermined common starting point to a secret destination of their own choosing. Students take turns reading their directions aloud while classmates, using a map, try to guess the final destination point. Students choose appropriate prepositions.

10. Map reading is a social studies skill taught to upper grade students which can be used to elicit practice of prepositions.

    a. On a world map or globe, students locate the oceans, continents and their own countries. They practice prepositions by describing the locations. (Canada is north of the United States. The United States is between Canada and Mexico.)

    b. Students make toy boats to use in additional oral and written practice. Written directions for making the boats can be provided for use as a reading activity. Boats might be made from wood, sponges, construction paper or Lego blocks. Curious George Rides A Bike contains directions for making a paper boat.

    c. Students place their boats on the world map and move them from place to place, describing their travel. (My boat is sailing toward Mexico and away from Cuba.)

11. The teacher distributes varying amounts of common objects: pencils, rubber bands, pieces of chalk. Students compare the number they have of each item. (John has more pencils than Sam. John has as many pencils as Maria.) Additional comparatives and superlatives can be elicited with Cuisenaire Rods.

12. Show pictures of a firefighter (or a fire station), and a police officer (or a police station). Discuss briefly each person's job, being sure to include the word "dangerous."

    a. Compare these jobs with other jobs, such as store clerk or librarian. Which are less dangerous?

    b. Students compare the difference in jobs with "more" and "less." (A firefighter has a more dangerous job than a librarian.)

    c. List other words which form the comparative and superlative with more/most, less/least. Have students deduce the rule for using these forms of comparative and superlative. (Rapid Review of English Grammar, Praninskas, p. 315.)

Examples:	exciting	interesting	wonderfully
	wonderful	beautiful	carefully
	important	delicious	beautifully
	careful		rapidly

d. Students practice these words in sentences with more/most and less/least.

Examples: Chocolate ice cream is more delicious than strawberry ice cream.
I think tennis is the most exciting game.

13. Guide questions for the continuing autobiography should relate to the students' use of community facilities.

UNIT 8

Structural Items *

1. PAST PROGRESSIVE - AFFIRMATIVE, NEGATIVE, INTERROGATIVE, TAG QUESTIONS
2. CLAUSES WITH "WHILE"
3. REFLEXIVE PRONOUNS
4. PATTERNS WITH "USED TO"

Cultural Concept

The wider community; Washington, D. C. - The Nation's Capital

Lexical Items

capital	The Mall	cherry blossoms
capitol	museum	Metro bus
monument	Smithsonian	Metro rail (subway)
memorial	George Washington	rush hour
statue	Abraham Lincoln	fare card
Tidal Basin	Thomas Jefferson	exact change
White House	Arlington Cemetery	

Activities

1. Review the past tense of "be" before introducing the past progressive.
2. To introduce the past progressive, show students pictures of people doing things.
   a. Students describe each picture using the present progressive. (She is reading. He is playing the piano.)
   b. Students change each sentence into the past progressive, using past time expressions. (See Unit 4, this guide.) (She was reading last night.)
   c. Students make transformations from:
      1. past progressive affirmative to past progressive negative.
      2. past progressive affirmative to past progressive interrogative.
      3. past progressive sentences without tag questions to sentences with tag questions.

* Items in capital letters are new structural items.

3. Show two pictures. Students form a sentence using "while." (Kim was reading while Dong was playing the piano.)

4. Simple directions are written on slips of paper. Directions may state such actions as "Clap your hands" or "Write your name." Two students draw papers and carry out their directions simultaneously. After the students complete their tasks, a fellow student reports what they were doing in a sentence containing a "while" clause. (Juan was clapping his hands while Sanjay was writing his name on the board.)

5. While listening to music, each student performs an action, such as clapping or whistling. While still performing the action, each student responds to the question, "What are you doing?" using the present progressive. After the music stops, each student responds to the question, "What were you doing?" using the past progressive.

   Variations:

   a. Students ask each other, "What were you doing?"

   b. Students describe what their classmates were doing.

   c. Students use the past progressive with a "while" clause. (Johnny was singing while I was dancing.)

6. Use past progressive "Check The Deck" cards.

7. Read The Little Red Hen. Ask the students to tell the story along with the reader at the places where the little red hen asks for help but has to do each step "by herself."

   Variations:

   a. Students retell the story using flannel board figures.

   b. Students summarize all of the steps the hen did by herself.

   c. Students discuss what their parents let them do by themselves.

   d. Ask students what they have done to help others.

8. Students look at themselves in a mirror and practice the reflexive pronouns. (I see myself. He sees himself.)

9. Students bring in pictures of themselves when babies, or look at pictures of young children. Students refer to these to practice "used to." (I used to crawl. When I was five, I used to go to kindergarten. In Korea, we used to go fishing.) Extra practice should be provided if necessary for correct pronunciation of the unstressed syllable in "used to."

10. Familiarize students with Washington, D. C. landmarks through pictures, postcards or books. Possible books to use include: Washington, D. C. A Guidebook For Kids, This Is Washington, D. C., and Let's Tour Washington, D. C. - Full Color Transparency Book. Complete references for these books may be found in the Resources Section of this guide.

11. Plan a field trip to the Mall area using public transportation, Metro bus and Metrorail, if possible. Use Metro Service maps (a limited number are available in the ESOL Office) and other city maps to help in the planning. Exxon has printed good maps of the downtown tourist area. Let's Tour Washington, D. C. has a duplicating master with a pictorial map of downtown.

12. Take pictures during the field trip for subsequent use with follow-up activities about the trip.

UNIT 9

Structural Items *

1. SEPARABLE AND INSEPARABLE TWO-WORD VERBS
2. IRREGULAR COMPARATIVE AND SUPERLATIVE FORMS OF COMMON ADJECTIVES AND ADVERBS
3. QUESTION/ANSWER PATTERNS WITH "WHICH" AND "WHO"

Cultural Concept

How to write a report - Using encyclopedias

Lexical Items

1. Separable/two-word verbs related to preparing a report:

pick out	leave out
look up	do over
find out	hand in
talk over	

2. Irregular comparatives and superlatives:

good	better	the best
well	better than	the best
bad	worse	the worst
badly	worse than	the worst
little	less than	the least
much	more than	the most
many	more than	the most
far	farther than	the farthest

Activities

1. Students review two-word verbs used in the infinitive form as they discuss the steps in preparing and writing a report. (We have to pick out a topic. We have to look up information.) List the steps on the board. The class puts them in sequential order.
2. Practice separating two-word verbs with pronouns, using clothing items belonging to the students.

* Items in capital letters are new structural items.

Example: He put on his hat. He put it on.
She took off her sweater. She took it off.

3. Referring to the list of two-word verbs, students give one word synonyms for each. Additional two-word verbs are listed in Praninskas, pp. 216 and 218.

   Examples: pick out: select
   leave out: omit

4. * As a class, select a famous American to write a group report about.

   a. Brain storm with the class to determine what they already know about that person and what additional information they want to learn. Select approximately five facts they want to learn, such as why the person is famous or when that person lived.

   b. Students write these questions leaving room between each for the information they find.

   c. The class goes to the Media Center to use encyclopedias and fill in information on their question sheets.

   d. The ESOL class puts their information into sentences for the report.

   e. When all of the questions are answered and other basic information about the person is included, the class writes a group report using correct punctuation, capitalization and spelling.

   f. More advanced students may each choose another topic and write individual reports, following the above procedure.

5. Follow-up this activity by asking students to list the steps taken to prepare the report. This should utilize at least four of the two-word verbs. Students rewrite their sentences separating two-word verbs. I picked out a topic. I picked it out.)

6. On a matrix, list three names and three activities. Fill in each grid as illustrated to direct student practice of the comparative and superlative forms of "good."

	Marina	Hien	Fausta
swim	good	better	best
run	good	best	better
dance	good	better	best

* This activity is designed for upper-grade students.

Students refer to the matrix to form sentences.

Example: Marina is a good swimmer.
Hien is a better swimmer.
Fausta is the best swimmer.

Variations:

a. Use the matrix to teach/practice other irregular comparatives and superlatives.

Example: Marina runs well.
Hien runs better than Marina does.

b. Practice question/answer patterns with "who" and the matrix.

Example: Who is the best swimmer?
Who lives the farthest from the school?

7. Display clear containers with varying levels of an uncountable substance such as water, salt, or flour. Students practice the comparative and superlative forms of "little," "much," and "many" as they compare the amounts.

Example: The first glass has very little water.
The second has less.
The third has the least.

Variations:

a. Students compare the number of siblings they have. (I have many brothers and sisters, but Olya has more than I do.)

b. Students compare the amount of information they have for their individual reports. (Tom has found much information for his report. Rehana has found the most information of everyone in our class.)

8. Song:

American Folk Songs - "Who'll Be The Engineer?"

9. Students write four statements, two true and two false, about the subject of their class or individual report (see activity #4). They read these statements to the class and ask, "Which of these statements is true (false)?"

10. Classmates ask each other questions with "which."

Example: Which color is your favorite?
Which flavor of ice cream do you like?
Which subject (class) do you enjoy the most?
Which hand do you write with?

UNIT 10

Structural Items *

1. PRESENT PERFECT TENSE - AFFIRMATIVE, NEGATIVE, INTERROGATIVE
2. REPORTED SPEECH

Cultural Concept

Cross-cultural sharing

Lexical Items

interview	cross-cultural
culture	heritage

Activities

1. Review regular and irregular past participle forms of verbs as preparation for introducing the present perfect tense.
2. Review "have" in the present tense and in its contraction forms.
3. Practice the present perfect tense in question and answer drills.

   Example: Have you ever eaten an apple?
   Yes, I've eaten an apple.
   No, I've never eaten an apple.
   Have you ever seen an elephant?
   Has John ever flown a kite?

4. Play a guessing game called "What Am I." Present students with a short description of something which students must identify.

   Example: People have written songs about me.
   You have seen me almost every night.
   Astronauts have walked on me.
   What am I?

   Variations:

   a. Provide these descriptions on slips of paper. One student reads the clues aloud and the class guesses.

   b. Students work in pairs to write their own clues describing an object. Classmates guess what has been described.

* Items in capital letters are new structural items.

5. Fantasy animals can be included in questions with the present perfect tense.

   Example: Have you ever seen a purple cow?
   Has he ever seen a three-legged horse?

6. Students take turns drawing one card from a pile of cards, each with a past participle written on it. As directed, the student makes a sentence, either affirmative or negative, or a question using the word on the card.

7. Two students hold a brief conversation about a given topic. Afterward, one student is asked what the other student said.

   Example: What did he tell you about the weather?
   He said that it was hot.
   What did he ask you?
   He asked if I could go swimming.
   What did you answer?
   I said that I could.

8. Drills can be used for practice of reported speech.

   a. Commands:

      Student #1: Pick the books up.
      Student #2: (Carries out the command.)
      Student #3 to #2: What did Mario tell you to do?
      Student #2: He told me to pick up the books.

   b. Yes/No Questions:

      Student #1: Do you want some paper?
      Student #2: Yes, I do.
      Student #3 to #2: What did he ask you?
      Student #2: He asked me if I wanted some paper.
      Student #3: What did you say?
      Student #2: I said I did (didn't).

9. Explain to the students that they will participate in a class project to learn more about each other's cultures. Point out that they began their study of cross-cultural sharing when the class discussed cultural attitudes toward time and differences in interpersonal relationships.

   a. Discuss what information the students would like to learn about their respective cultures. Write guide questions for eliciting the information.

   b. Students practice interviewing each other using the guide questions.

c. Students interview a parent, a grandparent or some older person from their culture.

d. The students share information about their culture with classmates when orally reporting about their interviews. They will need to use reported speech in their reports.

e. Students make a written report of their interview.

f. Include the information learned in the interview as a final section of the autobiography written throughout the school year. This section might be titled, "My Culture, My Heritage."

RESOURCES

1. Basic Texts

Finkel, Lawrence S. and Ruth Kravitz. Learning English As A Second Language. Dobbs Ferry, New York: Oceana Publications, Inc., 1970.

Lismore, Thomas. Welcome To English. New York: Regents Publishing Co., Inc. 1973. Level 3.

Wardhaugh, Ronald. English Around The World. Glenview, Illinois: Scott, Foresman and Company, 1976, 1977. Levels 3 and above.

2. Professional

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Praninskas, Jean. Rapid Review Of English Grammar. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975.

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Graham, Carolyn. Jazz Chants For Children. New York: Oxford University Press, 1979.

Nilsen, Don L. F. and Alleen Nilsen. Pronunciation Contrasts In English. New York: Regents Publishing Co., Simon and Schuster, Inc., 1971.

Trager, Edith Crowell and Sara Cook Henderson. Pronunciation Drills For Learners Of English. Rockville, Maryland: English Language Services, 1956.

4. Vocabulary Development

Drysdale, Patrick. Words To Use. New York: William H. Sadlier, Inc., 1971.

Liebowitz, Dorothy Gabel. The Vocabulary Builder. Skokie, Illinois: National Textbook Co., 1979.

Parnwell, E. C. Oxford Picture Dictionary Of American English. New York: Oxford University Press, 1978.

Poster cards. Springfield, Massachusetts: Milton Bradley Co. "Homograph Poster Cards," "Homonym Poster Cards," "Antonym Poster Cards."

5. Reading

Liddle, William. Reading For Concepts. St. Louis, Missouri: McGraw-Hill, Inc., 1970.

Maryland State Department of Education. Functional Reading Resource Manual For Teachers, Volumes 1 and 2. Maryland State Department of Education, Division of Instruction, 1975.

Also, see references under Basic Texts, Vocabulary Development and Composition.

6. Composition

Baskoff, Florence. American English Guided Composition. New York: American Language Institute, 1971.

Dykstra, Gerald, Richard Port and Antonette Port. Composition: Guided-Free. New York: Teachers College Press, 1974.

Heaton, J. B. Beginning Composition Through Pictures. Hong Kong: Longman Group Ltd., 1975.

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7. Children's Literature

American Automobile Association. Preschool Children In Traffic. Falls Church, Virginia: Automobile Association of Virginia, 1976. Packet contains a parent's guide and four booklets to read with children. Available in the ESOL Office.

Clure, Beth and Helen Rumsey. Can You Guess? Los Angeles: Bowmar/Noble Publishers, Inc., 1976. Available in the ESOL Office.

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Le Sieg, Theo. Wacky Wednesday. New York: Beginner Books, Division of Random House, Inc., 1974. The text is written in past tense; the pictures contain many errors for readers to find.

Marshall, James. George and Martha. Boston, Massachusetts: Houghton Mifflin Co., 1972.

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Mayer, Mercer and Marianna Mayer. A Boy, A Dog, A Frog And A Friend. New York: The Dial Press, 1971.

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These three books tell a story through pictures only. Students provide narration or dialogue.

Parish, Peggy. Amelia Bedelia. New York: Harper and Row, 1963.

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Rey, H. A. Curious George Rides A Bike. Boston, Massachusetts: Houghton Mifflin Co., 1952.

Shalit, Nathan. Cup and Saucer Chemistry. New York: Grosset and Dunlop, Inc., 1972.

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Bluestone, Carol and Susan Irwin. Washington, D. C. - A Guidebook For Kids. Washington, D. C.: Noodle Press, 1976.

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Sasek, M. This Is Washington, D. C. New York: Collier Books, 1973.

9. Audio-Visual Aids, Flashcards, Pictures

American English In Modern Situations. Orem, Utah: Alpine Film and Video Exchange.

Check The Deck. West Palm Beach, Florida: Teacher's Collaborative.

Cuisenaire Rods. New Rochelle, New York: Cuisenaire Company of America.

Family Face Puppets. Paoli, Pennsylvania: The Instructo Corporation.

Flannel Board Kits. Paoli, Pennsylvania: Instructo/McGraw Hill. "My Face And Body," "Things A Family Uses," "We Dress For The Weather," "When I Grow Up, I Want To Be ... ."

Flashcards. Kreidler, Carol. Michigan: University of Michigan Press.

Fokes Sentence Builder and Builder Expansion Kits. Boston, Massachusetts: Teaching Resources Corporation.

Food Pictures. Rosemont, Illinois: National Dairy Council.

I Can Read Signs. Roslyn Heights, New York: Urban Media Materials, Inc. Four filmstrips on reading signs: around the city, of warning, on transportation, and with numbers.

Language Skills, Parts of Speech Preposition Concepts. New York: Cambridge Book Company.

Learning About Human Relationships - Teaching Pictures. Elgin, Illinois: David C. Cook Publishing Company.

Moods and Emotions - Teaching Pictures. Elgin, Illinois: David C. Cook Publishing Company.

Peabody Language Development Kit. Minneapolis, Minnesota: American Guidance Service, Inc.

Positions in Space. Duluth, Minnesota: The Instructor Publications, Inc.

Rolling Reader. Paoli, Pennsylvania: Instructo/McGraw-Hill.

See It-Say It. Indianapolis, Indiana: Addision-Wesley Publishing Company.

Singulars and Plurals. Boston, Massachusetts: Teaching Resources Corporation.

Touring America. Boston, Massachusetts: Teaching Resources Corporation.

U-Film for making filmstrips. Available in the ESOL Office.

Urban Panorama. Rosemont, Illinois: National Dairy Council.

What We Do Day By Day. Rosemont, Illinois: National Dairy Council.

Written Language Cards. Niles, Illinois: Developmental Learning Materials.

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10. Records and Tapes

American Folk Songs. Woody Guthrie singing. Available on cassette in the ESOL Office.

Janiak, William C. Songs About Me, Vols. 1, 2, 3. Deal, New Jersey: Kimbo Educational.

Palmer, Hap. Getting To Know Myself. Freeport, New York: Educational Activities, Inc.

Palmer, Hap. Learning Basic Skills Through Music - Volume 1. Freeport, New York: Educational Activities, Inc.

Palmer, Hap and Martha Palmer. Witches' Brew. Freeport, New York: Educational Activities, Inc.

Wellman, Laurie and Donald Byrd. ESL Express. New York: Collier Macmillan International, Inc.